DOCUMENT RESUME

ED 165 355 EC 112 823

TITLE	Learn. A Compensatory Education Report. Annual Evaluation Report and Program Evaluation.
INSTITUTION	California State Dept. of Health, Sacramento.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	78
NOTE	45p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Biculturalism; *Compensatory Education; *Day Care Services; Developmental Disabilities; Emotionally Disturbed; Federal Legislation; *Handicapped Children; *Hospitals; Language Instruction; Mathematics Instruction; Mentally Handicapped; *Program Descriptions; Reading Instruction; Staff Improvement; State Programs
IDENTIFIERS	*California; Elementary and Secondary Education Act (Title I)

ABSTRACT

Produced by the California State Department of Health, the report provides information on compensatory education projects for handicapped children in state institutions, funded by the Elementary and Secondary Education Act, Title I, as amended by P.L. 89-313. Programs providing developmental services to developmentally disabled, mentally handicapped, and emotionally disturbed children in 11 state hospitals and 6 community day care projects are covered. Components of hospital projects described include reading, language, mathematics, multicultural, and staff development; those of day care centers described are limited to language development, multicultural, and staff development. (DLS)

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ANNUAL EVALUATION REPORT
PROGRAM INFORMATION

1976-1977

(Public Law 89-313, Amendment of Title I)
Elementary and Secondary Education Act

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State of California

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I hereby certify that to the best of my knowledge, the information contained in this Annual Evaluation Report is correct and complete.

March 9, 1978
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SUMMARY

E.S.E.A., Title I, Public Law 89-313 (P.L. 89-313), Compensatory Education continued during Fiscal Year 1976-77 to supplement Department of Health programs by providing education services to children and young adults under the age of 21. P.L. 89-313 funds were allocated to 17 total projects, 11 of which were located in state hospitals, while the remaining 6 were contracted in the community. Compensatory Education regulations emphasized providing services to persons handicapped by developmental and mental disabilities.

Programs operating within the state hospitals differed substantially from those operating within community projects. The hospital project participants were involved in a comprehensive residential treatment program. The community project programs were day care centers providing developmental services to their project participants. All projects offered reading, language, mathematics, multicultural and staff development Compensatory Education components although those in the community usually restricted their project to the language development, multicultural and staff development components.

STATE OPERATED FACILITIES

Developmental Disabilities

Agnews State Hospital	San Jose, CA 95114	Guard Darrah, Asst. Chief, Central Program Services (Education)
Camarillo State Hospital	P.O. Box A Camarillo, CA 93010	Blanche Campagnoni, Asst. Chief, Central Program Services (Education)
Fairview State Hospital	2501 Harbor Blvd. Costa Mesa, CA 92626	Karen Larson, Asst. Chief, Central Program Services (Education)
Napa State Hospital	P.O. Box A Imola, CA 94558	Lou Rosenberg, Asst. Chief, Central Program Services (Education)
Pacific State Hospital	3530 Pomona Blvd. Box 100 Pomona, CA 91769	Ann Fox, Asst. Chief, Central Program Services (Education)
Patton State Hospital	Drawer B Patton, CA 92369	Norman Weibel, Asst. Chief, Central Program Services (Education)
Porterville State Hospital	P.O. Box 2000 Porterville, CA 93257	Joan Clinton, Asst. Chief, Central Program Services (Education)
Sonoma State Hospital	Eldridge, CA 95431	Dan Jones, Asst. Chief, Central Program Services (Education)
Stockton State Hospital	510 E. Magnolia St. Stockton, CA 95202	Margaret Cockerill, Asst, Chief, Central Program Services (Education)

Mental Disabilities

Atascadero State Hospital	Drawer A Atascadero, CA 93422	Robert Watts, Asst. Chief, Central Program Services
Camarillo State Hospital	P.O. Box A Camarillo, CA 93010	Blanche Campagnoni, Asst. Chief, Central Program Services (Education)
Metropolitan State Hospital	11400 S. Norwalk Blvd. Norwalk, CA 90650	Lee Guild, Principal, Los Angeles Co. Schools
Napa State Hospital	P.O. Box A Imola, CA 94558	Lou Rosenberg, Asst. Chief, Central Program Services (Education)
Patton State Hospital	Drawer B	Norman Weibel, Asst. Chief, Central Program Services (Education)

COMMUNITY PROJECTS

Contra Costa County Association for the Mentally Retarded - Lynn Day Treatment Center	2717 North Main Street Walnut Creek, CA 94596	Bitsy Saunders
Hamms' School	1638 L Street Fresno, CA 93721	Nina Hamm
North Orange County Child Guidance Center	2050 Youth Way Fullerton, CA 92635	Susan Kehr
Riverside Childrens Center	7177 Potomac Street Riverside, CA 92503	Connie Beasley
Therapeutic Nursery School	3701 Barrett Avenue Richmond, CA 94804	Sue Haskell
Villa Esperanza	2116 East Villa Street Pasadena, CA 91107	Diane Muzzin

COMPENSATORY EDUCATION PROJECTS

1976-77

✕ Department of Health
Central Office (Sacramento)

STATE HOSPITALS

1. Sonoma
2. Napa
3. Stockton
4. Agnews
5. Porterville
6. Atascadero
7. Patton
8. Camarillo
9. Metropolitan
10. Pacific
11. Fairview

COMMUNITY PROJECTS

a. Therapeutic Nursery School
b. Lynn Day Treatment Center
c. Hamms School
d. Villa Esperanza
e. North Orange County Child Guidance Center
f. Riverside Childrens Center

PREFACE

LEARN is the annual publication by the California State Department of Health reporting evaluation information on E.S.E.A., Title I, P.L. 89-313 Compensatory Education projects. Following the precedent established last year, LEARN is being presented as nontechnical as possible allowing for a more widespread dissemination of the information. Additional descriptive and statistical data is available and can be requested by writing or calling the California State Department of Health, Treatment Services Division, Compensatory Education Unit, 744 P Street, Sacramento, CA 95814 (916) 920-6733.

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INTRODUCTION

The Elementary and Secondary Education Act (E.S.E.A.), Title I, was amended by Public Law 89-313 (P.L. 89-313) which provided funds to supplement educational services to handicapped children in state institutions. Public and private institutions, state residential facilities, and private community schools are eligible under the law to contract for E.S.E.A., Title I, P.L. 89-313 monies. The California State Department of Health was designated as the administrative agent for Compensatory Education projects for the Fiscal Year 1976-77. Project entitlements were made to the 11 state hospitals and 6 community projects listed and presented geographically on previous pages.

PROJECT INFORMATION

The Department of Health was allocated a total of 1.4 million dollars, of which $91,000 was Fiscal Year 1975-76 carry-over money, for Fiscal Year 1976-77 E.S.E.A., Title I, P.L. 89-313 projects. These funds were used to provided educational and related services to developmentally disabled and mentally disabled project participants in state hospitals and community projects.

Approximately 60 percent of the eligible state hospital population and 10-15 percent of the community project enrollment were served by Compensatory Education funds in Fiscal Year 1976-77.

PROJECT PARTICIPANTS

Developmentally Disabled

The developmentally disabled population participated in E.S.E.A., Title I, P.L. 89-313 Compensatory Education programs at Agnews, Camarillo, Fairview, Napa, Pacific, Patton, Porterville, Sonoma, and Stockton State Hospitals. These hospitals reported a total of 1,722 developmentally disabled residents under the age of 21 as served by Compensatory Education funds.

The majority of developmentally disabled residents had a primary handicapping condition of retardation which ranged from mildly retarded to severe (see Table 1). Compounding the mental retardation diagnosis was usually the presence of a secondary handicap such as visual impairment, hearing deficiency, orthopedic involvement, etc. The physical handicaps included hemiplegia, quadriplegia, contracture spasticity, etc.

The hospital treatment programs offered varied and wide experiences for their residents, of which Compensatory Education was supplemental. Compensatory Education funded teacher assistants provided essential one-to-one instruction and teacher auxillary services. Educational activities were as diverse as the primary disorders found in the state hospital system. Each activity was tailored to the needs of the group and/or individual. For example, a higher functioning group of residents would be in a classroom setting very similar

to that found in the public school, while a lower functioning project participant would be involved in tactile stimulation and muscle development activities. Other activities included programmed instruction, positive reinforcement exercises, small group instruction, presentation of specially prepared curriculum materials, one-to-one instruction, and community and field trip experiences.

The Compensatory Education components for the majority of the developmentally disabled consisted of language development and multicultural relations. More advanced residents often included reading, language achievement, and mathematics in their curriculum. Objectives for these components were set in terms of months of growth per months in the program as measured by standardized tests. Computer analysis of the test scores reported two statistics: (1) SMR totals (success, maintenance, regression, see Table 3) and (2) mean and standard deviation for months of growth 1/ (see Table 4.1).

Mentally Disabled

Atascadero, Camarillo, Metropolitan, Napa, Patton, and Stockton State Hospital provided residential care and treatment to mentally disabled residents. A total of 940 mentally disabled residents under the age of 21 received E.S.E.A., Title I, P.L. 89-313 Compensatory Education services in Fiscal Year 1976-77. The population was diagnosed as having primary disorders of:

1/ These statistics are contingent upon the total N and are limited to those project participants who have been in the program for at least four months.

(1) emotional disturbances, (2) autism, (3) psychosis, (4) substance abuse, or (5) behavioral problems (see Table 2). The residents were assigned to hospital treatment programs based on their primary diagnosis and needs. A hospital treatment plan was written for each resident, including educational goals and objectives. Because of the low incidence of secondary handicapping conditions, the education needs of the mentally disabled population tended to be academic in nature. The Compensatory Education components for the project participants treatment plan included reading, language development, language achievement, mathematics, multicultural/intergroup relations, General Education Development (GED) preparation, and career education.

Activities were centered around classrooms where all materials, resources, and teachers were located in one area. Most projects had scheduled classes while some used the "open" classroom where the resident was free to come and go as he wished. The projects found at the state hospitals allowed the resident to progress on an individual basis, at his own pace. Education was considered an integral part of the hospital treatment plan, and, as such, was necessary for the successful return of the resident to the community.

The Compensatory Education funded teacher assistants provided needed enrichment and supplemental services to the project participants. Teacher assistants functioned as tutors, attendance clerks, and instructors. They were trained in monitoring and scoring standardized testing instruments and in teaching methodologies which included behavior modification, lesson writing, objective formulation, and evaluation procedures. They were a necessary addition to the education system found in the mental disabilities hospitals.

Project objectives were established in terms of months of growth per months in the component for the academic studies. Objectives for GED preparation were less structured and usually entailed high school graduation or equivalent. Career education objectives were general and evaluated as part of the hospital treatment plan.

The objectives for most Compensatory Education components were evaluated by comparing pre- and post-test scores on standardized instruments. These scores converted to months of growth and were then reported: (1) in SMR totals (success, maintenance, or regression, (see Table 3) and (2) in mean and standard deviation statistics 2/ (see Table 4.2). Progress was also noted in terms of graduation from high school, passing GED, or achieving in a Career Preparation curriculum.

2/ These statistics are contingent upon the total N and are limited to those project participants who have been in the program for at least four months.

TABLE 1. DEVELOPMENTALLY DISABLED DESCRIPTIVE STATISTICS

Project for the Developmentally Disabled	Number Reported	SECTION I PRIMARY DISORDER[1]						SECTION II SECONDARY DISORDER[1]								SECTION III AGE	SECTION IV ETHNIC ORIGIN[1]									SECTION V MISCELLANEOUS	
		Profound	Severely	Moderate	Mild	Borderline	Other	None	Vision	Hearing	Deaf-Blind	Metabolic	Ambulatory	Neurological	Other	Average Age	American Indian	Black	Caucasian	Chinese	East Indian	Filipino	Japanese	Spanish	Other	Years in Hospital	Years in Comp. Ed.
Agnews	66	22.7	33.4	28.8	12.1	3.0	0.0	92.5	4.5	1.5	0.0	0.0	0.0	1.5	0.0	17.8	0.0	13.6	77.3	0.0	0.0	1.5	0.0	7.6	0.0	3.7	1.8
Camarillo	80	8.7	23.8	55.0	10.0	2.5	0.0	83.7	2.5	6.3	0.0	0.0	0.0	2.5	5.0	18.1	0.0	8.8	72.4	0.0	0.0	0.0	1.3	17.5	0.0	3.0	2.4
Fairview	298	47.3	39.6	10.1	2.7	0.3	0.0	31.2	11.4	2.0	2.0	4.7	10.7	34.0	4.0	14.8	0.0	6.7	80.7	0.3	0.0	0.3	0.3	10.7	1.0	7.6	3.3
Napa	36	50.0	16.7	19.4	13.9	0.0	0.0	72.1	13.9	2.8	0.0	0.0	5.6	5.6	0.0	19.1	0.0	13.9	80.5	0.0	0.0	0.0	0.0	5.6	0.0	3.7	2.6
Pacific	278	51.0	33.1	11.2	3.6	0.0	1.1	43.1	5.4	2.5	4.3	1.8	8.3	30.6	4.0	14.2	3.2	7.9	66.2	1.1	0.0	0.7	0.0	19.8	1.1	7.2	1.6
Patton	44	2.3	25.0	36.4	25.0	11.3	0.0	63.6	2.3	2.3	0.0	0.0	6.8	2.3	22.7	17.0	2.3	25.0	47.7	0.0	0.0	0.0	0.0	20.5	4.5	1.7	1.7
Porterville	336	49.0	29.5	16.4	4.5	0.6	0.0	21.7	15.8	2.7	0.9	2.7	8.0	23.5	24.7	15.5	0.6	5.4	70.5	0.3	0.0	0.0	1.5	21.7	0.0	8.0	2.4
Sonoma	395	75.1	18.0	6.1	0.8	0.0	0.0	0.5	15.2	4.3	0.3	0.3	2.0	76.1	1.3	15.0	0.8	8.9	84.5	0.5	0.0	0.0	0.5	4.3	0.5	8.4	2.4
Stockton	189	23.9	37.0	19.0	14.3	5.8	0.0	57.8	5.3	0.5	0.0	0.5	13.2	11.1	11.6	16.0	0.0	10.1	75.6	0.5	0.0	1.1	0.0	12.7	0.0	4.7	2.7
Total	1,722	36.6	28.5	22.5	9.7	2.6	0.1	51.6	8.5	2.8	0.8	1.1	6.1	21.0	8.1	16.4	1.1	11.1	72.7	0.3	0.0	0.3	0.3	13.4	0.8	5.3	2.3

1 Reported in percentages

TABLE 2. MENTALLY DISABLED DESCRIPTIVE STATISTICS

Project for the Mentally Disabled		SECTION I PRIMARY DISORDER[1]						SECTION II SECONDARY DISORDER[1]								SECTION III AGE	SECTION IV ETHNIC ORIGIN[1]									SECTION V MISCELLANEOUS	
	Actual Number	Emotionally Disturbed	Autistic	Psychotic	Substance Abuse	Behavioral	Other	None	Vision	Hearing	Deaf-Blind	Metabolic	Ambulation	Neurological	Other	Average Age	American Indian	Black	Caucasian	Chinese	East Indian	Filipino	Japanese	Spanish	Other	Years in Hospital	Years in Comp. Ed.
Atascadero	44	97.7	0.0	2.3	0.0	0.0	0.0	97.7	0.0	0.0	0.0	0.0	0.0	2.3	0.0	19.3	4.5	25.0	54.6	0.0	0.0	0.0	0.0	15.9	0.0	1.3	1.3
Camarillo	157	47.2	41.4	3.2	0.0	7.6	0.6	94.4	0.6	0.6	0.0	0.0	0.0	2.5	1.9	13.1	0.0	9.6	84.7	0.0	0.0	0.6	1.3	3.8	0.0	2.5	7.9
Metropolitan	77	36.3	0.0	31.2	3.9	28.6	0.0	94.8	1.3	2.6	0.0	0.0	0.0	1.3	0.0	16.1	0.0	19.5	71.4	0.0	0.0	0.0	0.0	9.1	0.0	1.1	1.1
Napa	560	15.9	7.5	59.0	0.4	12.0	5.2	86.0	1.3	1.1	0.0	1.3	0.5	6.4	1.4	16.0	0.5	16.8	69.4	1.1	0.0	1.6	0.4	8.8	1.4	1.5	1.3
Patton	78	19.2	1.3	10.3	0.0	0.0	69.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.9	0.0	24.4	61.5	0.0	1.3	0.0	0.0	12.8	0.0	1.1	1.1
Stockton	24	8.3	4.2	41.6	4.2	37.5	4.2	25.0	4.2	0.0	0.0	0.0	0.0	25.0	45.8	17.7	0.0	20.8	75.0	0.0	0.0	0.0	0.0	4.2	0.0	2.9	2.0
Total	940	37.3	9.1	24.7	1.4	14.3	13.2	82.0	1.2	0.7	0.0	0.2	0.8	6.1	9.0	16.9	0.8	19.4	69.4	0.2	0.2	0.4	0.3	9.1	0.2	1.7	1.5

1 Reported in percentages

Table 3. Success, Maintenance, Regression (SMR) Totals for Compensatory Education Components by Hospital Project

	ACADEMIC COMPONENTS												NON-ACADEMIC COMPONENT		
	READING			LANGUAGE DEVELOPMENT			LANGUAGE ACHIEVEMENT			MATHEMATICS			MULTICULTURAL		
DD	S	M	R	S	M	R	S	M	R	S	M	R	S	M	R
AGNEWS	0	0	0	56	14	28	0	0	0	0	0	0	18	3	33
CAMARILLO	51	6	6	27	0	0	52	5	13	28	3	3	62	5	10
FAIRVIEW	0	0	0	214	61	23	0	0	0	0	0	0	236	44	18
NAPA	1	1	0	36	3	20	0	1	0	1	1	0	19	2	9
PACIFIC	0	0	0	213	37	35	0	0	0	0	0	0	75	72	130
PATTON	21	16	4	14	4	3	12	13	2	17	7	2	0	0	0
PORTERVILLE	19	11	7	166	45	87	16	9	9	23	11	3	188	39	108
SONOMA	0	0	0	382	132	97	3	0	0	0	0	0	95	22	17
STOCKTON	24	9	11	97	17	27	0	0	0	44	3	6	86	16	79
TOTAL	116	43	28	1,205	313	320	83	28	24	113	25	14	779	203	404
MD															
ATASCADERO	8	6	4	0	0	0	9	6	8	9	5	4	12	4	4
CAMARILLO	30	9	16	31	1	22	5	0	2	3	0	2	79	4	21
METROPOLITAN	46	12	26	0	0	0	50	8	24	23	3	13	0	0	0
NAPA	348	7	164	61	18	11	149	34	64	354	83	145	324	64	119
PATTON	32	55	4	0	0	0	28	56	6	27	59	5	22	50	4
STOCKTON	21	2	5	2	0	0	0	0	0	18	3	15	17	3	2
TOTAL	485	160	219	94	19	33	241	104	104	434	153	184	454	125	150

Table 4.1 Average Months of Growth Per Test
by DD Hospital Project 1/

Test	HOSPITAL PROJECT									
	Agnews	Cam.	Fair.	Napa	Pac.	Patton	Port.	Son.	Stock.	Total
Reading										
CTBS (1.1)						.5			.5	.5
CTBS (1.2)						1.0			.5	.5
CTBS (Total)						1.0			1.0	1.0
WRAT (1)						0	0			0
WRAT (2)						0			0	0
PIAT (Rec)		.5								.5
PIAT (Comp)		.5								.5
WOODCOCK									.5	.5
Language Development										
REEL		12.0+			4.0			1.0	1.5	3.5
UTAH	4		7	-12.0+	3.5					4.5
PPVT	12.0+				6.5			-3.0		12.0
MECHAM	-1.0					6.5				1.5
FAIRVIEW Self-Help Scale				-3.0						-3.0
Lang. Evaluation			2.5	4.5			1.0			1.5
ITPA									7.5	12.0+
KOONTZ								2.5	-1.0	1.5
SNAB								3.0		3.0
BCP								2.5		12.0+
RILEY ARTICULATION		12.0+								12.0+
Language Achievement										
CTBS						0				0
PIAT		3.0								3.0
PIAT		1.0								1.0
PIAT		1.0								1.0
WRAT						0	0			0
WRAT						.5				.5
SLINGERLAND								4.5		4.5
Mathematics										
CTBS (1.1)									.5	.5
CTBS (1.2)									1.0	1.0
CTBS (1.3)									1.5	1.5
CTBS (Total)									.5	.5
CTBS (3.1)									.5	.5
CTBS (3.2)									3.5	3.5
CTBS (3.3)									1.0	1.0
CTBS (Total)									1.0	1.0
WRAT (1)						.5	.5			.5
WRAT (2)						1.5			.5	1.0
KEY MATH		.5							.5	.5

1/ Limited to 4-12 months of attendance, N>1.

READING

Developmentally Disabled

The state hospital Compensatory Education projects reported a total of 170 developmentally disabled participants in the reading component. These project participants completed pre- and post-testing consisting of a total of 187 standardized test scores, of which 116 or 62 percent (see Table 9) showed success, 43 maintained and 28 regressed. The scores were reported on the Comprehensive Test of Basic Skills, Level 1 (CTBS), Wide Range Achievement Test, Levels 1 and 2 (WRAT), Peabody Individual Achievement Test, Recognition and Comprehension (PIAT), and Woodcock Reading Test (see Table 5).

Tables 3 and 4.1 report SMR totals (Success, Maintenance, and Regression) and average months of growth by individual projects and standardized tests. The average months of growth for the reported project participants ranged between .5 and 1 month. Considering the developmental level of this population (see Table 1, average developmental age), the results of the testing indicated substantial growth was made by these project participants.

Mentally Disabled

The state hospital mental disabilities Compensatory Education projects reported a total of 697 participants in the reading component. The residents were tested for progress using the Comprehensive Test of Basic Skills, Levels 1, 2, 3, 4, and B, (CTBS), the Wide Range Achievement Test, Level 2 (WRAT),

the Peabody Individual Achievement Test, Recognition and Comprehension (PIAT), the Woodcock Reading Test, and the Gates MacGinte (levels 1-4).

Pre- and post-test comparisons showed that 485 test scores reflected success, 160 reflected maintenance, and 219 reflected regression (see Tables 3 and 5). This means that 56 percent of the total reported test scores reflected success (see Table 9). The average months of growth (Table 4.2) ranged between a high of 12.0+ to a low of .5.

Table 4.2 Average Months of Growth Per Test
by MD Hospital Project 1/

Test	HOSPITAL PROJECT						
	Atascadero	Camarillo	Metropolitan	Napa	Patton	Stockton	Total
Reading							
CTBS (1.1)				.5		-.5	0
CTBS (1.2)		0		.5		.5	0
CTBS (Total)	1.0			1.5	.5	0	1.5
CTBS (2.1)				.5		-.5	.5
CTBS (2.2)				1.0		.5	1.0
CTBS (Total)	1.0			.5	.5	0	.5
CTBS (3.1)				1.0			1.0
CTBS (3.2)		0		1.0			1.0
CTBS (Total)	1.5			1.0	-.5		1.0
CTBS (4.1)				1.5			1.5
CTBS (4.2)				4.0			4.0
CTBS (Total)				3.0	12.0+		12.0+
WRAT		1.0		1.0	1.0	0	1.0
PIAT (Rec.)		0	1.0	0			.5
PIAT (Comp.)		0	1.5	0			.5
WOODCOCK						.5	.5
GATES MACGINTE (1)		1.0					1.0
GATES MACGINTE (2)		.5					.5
GATES MACGINTE (3)		3.0					3.0
Language Development							
REEL		12.0+				1.0	12.0+
UTAH				12.0+			
PPVT (A)		-6.0		12.0+			12.0+
PPVT (B)				-10.5			-10.5
MECHAM		6.0					6.0
DENVER				12.0+			12.0+
FAIRVIEW Development Scale				-12.0+			-12.0+
ITPA						12.0+	12.0+
PICAC		0					0
PICAC		-.5					-.5
Language Achievement							
CTBS (1.1)				-1.0			-1.0
CTBS (1.2)				0			0
CTBS (1.3)				1.0			1.0
CTBS (Total)	-.5			.5	0		0
CTBS (Total, 2)	1.5				.5		1.0
CTBS (3.2)		-.5					-.5
CTBS (Total, 3)	.5				.5		.5
CTBS (Total, 4)					12.0+		12.0+
PIAT (General)			1.0	1.0			1.0
PIAT (Spelling)		.5	1.0	0			0
PIAT (Total)		9.0		0			.5
WRAT			-2.5	1.5	.5		.5
Mathematics							
CTBS (1.1)				.5		.5	.5
CTBS (1.2)				3.0		-.5	1.5
CTBS (1.3)				2.5		0	1.5
CTBS (Total)	.5			2.5	0	0	1.5
CTBS (2.1)				1.0		0	1.0
CTBS (2.2)				.5		-.5	.5
CTBS (2.3)				0		2.5	0
CTBS (Total)	1.0			1.5	0	.5	1.0
CTBS (3.1)				2.5			2.5
CTBS (3.2)				1.0			1.0
CTBS (3.3)				.5			.5
CTBS (Total)	3.0			1.5	.5		1.5
CTBS (4.1)				4.0			4.0
CTBS (4.2)				1.5			1.5
CTBS (Total)				1.5	12.0+		12.0+
WRAT (2)				.5	.5	.5	.5
KEY MATH		.5		.5		1.0	1.0
CAT			2.5				2.5
PIAT		-1.5	1.5	.5			.5

1/ Limited to 4-12 months of attendance, N>1.

Table 5. Success, Maintenance, Regression (SMR) Totals by Reading Test

DD	S	M	R
CTBS (1.1)	4	2	1
CTBS (1.2)	4	2	1
CTBS (Total)	4	3	1
WRAT (1)	31	13	11
WRAT (2)	11	15	1
PIAT (Rec.)	32	3	2
PIAT (Comp.)	19	3	4
WOODCOCK	11	2	7
TOTAL	116	43	28
MD			
CTBS (1.1)	3	0	1
CTBS (1.2)	3	1	1
CTBS (Total)	34	7	7
CTBS (2.1)	32	1	19
CTBS (2.2)	23	1	12
CTBS (Total)	64	17	32
CTBS (3.1)	23	2	14
CTBS (3.2)	14	3	9
CTBS (Total)	46	17	18
CTBS (4.1)	7	0	2
CTBS (4.2)	2	0	2
CTBS (Total)	9	5	1
WRAT (2)	69	64	12
PIAT (Rec.)	78	22	43
PIAT (Comp.)	57	14	44
WOODCOCK	12	1	1
GATES MACGINTE (1)	1	0	0
GATES MACGINTE (2)	1	2	0
GATES MACGINTE (3)	4	1	0
GATES MACGINTE (4)	3	1	1
CTBS (B)	0	1	0
TOTAL	485	160	219

Developmentally Disabled

The language development component of the Compensatory Education developmentally disabled projects was the most important and most certainly enrolled the largest group of project participants. A total of 1,586 persons participated in language development; the projects reported a total of 1,838 test scores for these participants. The testing instruments used included: REEL, Utah Test of Language Development, Peabody Picture Vocabulary Test, Form A (PPVT), Mecham Verbal Language Development Scale, Fairview Self-Help Scale, Fairview Language Evaluation Scale, Illinois Test of Psycholinguistic Abilities (IPTA), KOONTZ, Sonoma Neurodevelopmental Assessment Battery (SNAB), Behavioral Characteristics Progression Chart (BCP), and the Riley Articulation. Scores reported on these tests showed 67 percent were successful (1,205), 17 percent maintained, (313), and 16 percent regressed (320) (see Tables 6 and 9). The average months of growth computed for the scores showed an average range from a low of a regression of 3 months to a high of 12.0+ months (see Table 4.1).

Mentally Disabled

Projects enrolled 173 mentally disabled residents in the language development component. These residents completed pre- and post-testing for a total of 146 test scores. The average reported months of growth were between -12.0+ and 12.0+ (see Table 4.2). This range reflects the maximum variance allowed for

patterns of growth. More informative are the SMR totals reporting 94 succeeded, 19 maintained, and 33 regressed (see Table 6). Sixty-six percent of the project participants were successful (see Table 9).

The tests used with these residents included the REEL, Utah, Peabody Picture Vocabulary Test (Forms A and B), Mecham Verbal Language Development Scale, Denver Developmental Screening Test, Fairview Self-Help Scale, Illinois Test of Psycholinguistic Abilities (ITPA), and the Porch Index of Communicative Ability for Children (PICAC).

Table 6. Success, Maintenance, Regression (SMR) Totals
by Language Development Test

DD	S	M	R
REEL (Composite)	357	74	52
UTAH	116	28	27
PPVT (A)	31	6	6
MECHAM	25	5	19
FAIRVIEW SELF-HELP	18	2	9
FAIRVIEW LANGUAGE SCALE	351	96	116
ITPA	29	3	1
KOONTZ	118	52	37
SNAB	21	1	21
BCP	138	46	32
RILEY ARTICULATION	1	0	0
TOTAL	1,205	313	320
MD			
REEL (Composite)	8	0	0
UTAH	26	1	1
PPVT (A)	29	15	6
PPVT (B)	4	1	5
MECHAM	6	1	3
DENVER	1	0	0
FAIRVIEW SELF-HELP	2	1	2
ITPA	1	0	0
PICAC	8	0	9
PICAC	9	0	7
TOTAL	94	19	33

LANGUAGE ACHIEVEMENT

Developmentally Disabled

One hundred and twenty-six developmentally disabled participants in the language achievement Compensatory Education component recorded scores on the Comprehensive Test of Basic Skills, Level 1 (CTBS), Peabody Individual Achievement Tests, General, Spelling, and Total (PIAT), the Wide Range Achievement Test, Levels 1 and 2 (WRAT), and the Slingerland. Of these 135 reported pre- and post-test scores, 83 reflected achievement, 28 reflected maintenance, and 24 reflected regression (see Table 7); 61 percent of the scores reflected success. Table 4.1 reports a range of 0 to 4.5 average months of growth for these project participants.

Mentally Disabled

Projects with mentally disabled residents reported an average monthly growth ranging from a low of -1.0 to a high of 12.0+ (see Table 4.2). These 204 residents were tested on Levels 1, 2, 3, 4, and B of the Comprehensive Test of Basic Skills (CTBS), the Peabody Individual Achievement Test, General, Spelling, and Total (PIAT), and the Wide Range Achievement Test, Levels 1 and 2 (WRAT). SMR Totals showed that of 449 reported test scores, 241 reflected progress, 104 reflected maintenance, and 104 reflected regression (see Table 7). Fifty-four percent of the project participants were successful in their language achievement component (see Table 9).

Table 7. Success, Maintenance, Regression (SMR) Totals
by Language Achievement Test

DD	S	M	R
CTBS (Total, 1)	1	0	0
PIAT (General)	5	1	0
PIAT (Spelling)	24	3	8
PIAT (Total)	23	1	5
WRAT (1)	25	11	11
WART (2)	2	12	0
Slingerland	3	0	0
TOTAL	83	28	24
MD			
CTBS (1.1)	3	0	2
CTBS (1.2)	3	0	2
CTBS (1.3)	5	1	0
CTBS (Total)	6	3	4
CTBS (Total, 2)	14	9	5
CTBS (3.2)	1	0	1
CTBS (Total, 3)	5	11	5
CTBS (Total, 4)	2	2	0
PIAT (General)	80	10	21
PIAT (Spelling)	57	11	43
PIAT (Total)	39	7	15
WRAT (2)	26	49	6
CTBS (B)	0	1	0
TOTAL	241	104	104

MATHEMATICS

Developmentally Disabled

The developmentally disabled population participating in the mathematics Compensatory Education component numbered 158. The results of these participants were reported in 152 test scores on the Comprehensive Test of Basic Skills, Levels 1, 2, and 3 (CTBS), the Wide Range Achievement Test, Levels 1 and 2 (WRAT), and Key Math. Seventy-four percent of the participants, or 113, were reported as successful, another 25 maintained, and 14 regressed (see Tables 8 and 9). The average monthly growth ranged from .5 to 3.5 months per project participant (see Table 4.1).

Mentally Disabled

Seven hundred and seventy-one scores were reported for the mentally disabled participants in the mathematics component. The Comprehensive Test of Basic Skills, Levels 1, 2, 3, 4, and B (CTBS), Wide Range Achievement Test (WRAT), Key Math, California Achievement Test, Junior High Level (CAT), and the Peabody Individual Achievement Test (PIAT), were used to test the progress in mathematics. A total of 640 project participants received mathematics instruction. Of those, 56 percent or 434 were successful, 153 maintained, and 184 regressed (see Tables 8 and 9). The average monthly growth was 0 to 12.0+ for participants in the mathematics component (see Table 4.2).

Table 8. Success, Maintenance, Regression (SMR) Totals by Mathematics Test

DD	S	M	R
CTBS (1.1)	2	1	1
CTBS (1.2)	3	0	1
CTBS (1.3)	3	0	1
CTBS (TOTAL)	3	0	1
CTBS (2.1)	0	0	1
CTBS (2.2)	1	0	0
CTBS (2.3)	1	0	0
CTBS (TOTAL)	1	0	0
CTBS (3.1)	1	0	0
CTBS (3.2)	1	0	0
CTBS (3.3)	1	0	0
CTBS (TOTAL)	1	0	0
WRAT (1)	33	13	4
WRAT (2)	9	6	1
KEY MATH	53	5	4
TOTAL	113	25	14
MD			
CTBS (1.1)	12	1	1
CTBS (1.2)	8	0	2
CTBS (1.3)	9	0	3
CTBS (TOTAL)	42	9	8
CTBS (2.1)	30	2	17
CTBS (2.2)	22	4	10
CTBS (2.3)	14	4	13
CTBS (TOTAL)	69	18	35
CTBS (3.1)	19	2	6
CTBS (3.2)	12	1	10
CTBS (3.3)	12	3	11
CTBS (TOTAL)	39	13	14
CTBS (4.1)	4	1	1
CTBS (4.2)	2	1	3
CTBS (4.3)	0	1	1
CTBS (TOTAL)	4	4	2
WRAT (2)	74	77	14
KEY MATH	8	1	2
CAT (JR. HIGH)	1	0	0
PIAT	52	11	31
CTBS (B)	1	0	0
TOTAL	434	153	184

Table 9. Percent (%) of Success, Maintenance, Regression (SMR) for State Hospitals

DD	S	M	R
Reading	62	23	15
Language Development	67	17	16
Language Achievement	61	21	18
Mathematics	74	16	10
MD			
Reading	56	19	25
Language Development	66	14	20
Language Achievement	54	23	23
Mathematics	56	20	24

Developmentally Disabled

The nonacademic multicultural Compensatory Education component had the most varied curriculum because it was tailored to the individual needs of the developmentally disabled population.

Project staff strove to meet the body image needs of the severely disabled project participants with a psychomotor handicapping condition while, at the other end of the spectrum, strove to meet the socialization needs of the more independent participants. Tests used to evaluate the effectiveness of project multicultural components tended to be locally (teacher) developed instruments. As a whole, the developmentally disabled population demonstrated progress in their multicultural component. The SMR totals reported 849 participants succeeding, 203 maintaining, and 414 regressing. Fifty-eight percent of the participants were successful in meeting their multicultural component objectives.

Mentally Disabled

Projects with mentally disabled participants included socialization and ethnic studies in their multicultural component. Teacher-developed tests and questionnaires were used to assess resident improvement following instruction in the multicultural curriculum. Results showed that 63 percent of the project participants were successful in progressing, SMR totals reported 455 successful, 125 maintained, and 151 regressed.

STAFF DEVELOPMENT

Compensatory Education State Hospital projects were required to meet new staff development guidelines outlined by the State Department of Education. The requirements were threefold: (1) a staff development needs assessment was to be done on each person working with Compensatory Education project participants, (2) an individual development plan was to be written for each education staff person showing how identified training needs were to be met, and (3) a comprehensive master plan was to be developed for each project showing timelines and structured training for the fiscal year. The projects were able to fulfill only part of these requirements for this fiscal year however, a review of each project showed a staff development program was in progress. Lectures, field trips, in-service training, college courses, and other activities were outlined in project plans. Many teacher assistants had individual development plans in their personnel files. Some Assistant Chiefs of Education had developed needs assessment questionnaires in order to ascertain the training needs of education staff. The resulting organization formed the basis for documenting and accounting for the funds designated for staff development.

The various classifications of Compensatory Education funded personnel are listed on Table 10. As one can see, most positions were budgeted at the teacher assistant level. As this is a trainee position, it is necessary to provide training and supervision in order to provide quality Compensatory Education services to project participants.

Table 10. Amount of Staff and Time Providing Compenstory Education Services

	DEVELOPMENTALLY DISABLED				MENTALLY DISABLED				COMMUNITY PROJECTS			
	E.S.E.A. Title I, P.L. 89-313 Staff by Amount of Time				E.S.E.A. Title I, P.L. 89-313 Staff by Amount of Time				E.S.E.A. Title I Staff by Amount of Time			
	100%	75%	50%	25%	100%	75%	50%	25%	100%	75%	50%	25%
Aide, Instructional	63	25	8	2	32	2	4		2		5	2
Counselor												
Program Evaluator												
Health Personnel												
Office Personnel			3			2						
(Dir.) Principal/Vice Principal												2
Psychologist												4
Psychometrist												
Resource Personnel												
Specialist												3
Social Worker												
Speech Therapist									2	1		
Teacher												
Tutor												
Volunteers		2	51	8	25			5				
Foster Grandparents												(1)?
Speech Pathologist												1
Occupational Therapist												1
Consultant												

COMMUNITY PROJECTS

PROJECT PARTICIPANTS

The community projects contracted with the Department of Health for their E.S.E.A., Title I, P.L. 89-313 Compensatory Education funding to provide supplementary education to children under the age of 21 years. In actuality, these projects were private schools with very specialized functions. Their population ranged in age from infancy to preschool children. The disabilities were diverse and included autism, Downs Syndrome, emotional disturbances, and developmental growth delays. A brief description of each school and their population follows:

Lynn Day Care Center -- a preschool day treatment center for developmentally delayed children. A special program designed to provide for the needs of these children enables them to progress, develop, and eventually enter a public or private school.

Therapeutic Nursery School -- a preschool program designed specifically for emotionally handicapped children. Behavior problems prevent these children from attending a public nursery school. The program goal was to modify behavior so that entry into a public school setting could be accomplished.

Hamms Schools -- these children were developmentally delayed or autistic. The program provided a general education program with speech and music therapy activities in addition to the Compensatory Education components.

The Childrens Center of Riverside -- a unique infant/preschool intervention program of education and therapy for children birth through six years of age. The program involved a speech therapist, occupational therapist, credentialed and noncredentialed teachers, and a developmental consultant who worked with developmentally delayed children. The concept of early intervention was incorporated into a program designed to remediate severe handicapping conditions or prevent them from increasing.

Villa Esperanza -- a preschool program for mentally retarded and developmentally delayed chidren. Teacher assistants provided specialized one-to-one instruction.

North Orange County Child Guidance Center -- a preschool day care center for emotionally disturbed children. The program centers around the social maladjustment of the child and the problems resulting from developmental delays.

Standardized tests were used to measure each child's growth by developmental level per month in the Compensatory Education components which included language development and multicultural/intergroup relations (see Tables 11-13). Other objectives established and evaluated were centered around the child's eventual entry into a public or private school classroom and the ability to handle social situations, to develop prereading motor skills, and to function at the appropriate developmental level. The Compensatory Education funded staff (see Table 10 for distribution) was able to note goals reached by their project participants through the use of anecdotal notes describing various forms of progress by the children.

Table 11. Success, Maintenance, Regression (SMR) Totals for Compensatory Education Components by Community Projects

Community Projects	Components					
	Language Development			Multicultural		
DD	S	M	R	S	M	R
Lynn Day Care	25	8	1	15	0	0
Hamms Schools	3	1	0	0	0	0
North Orange	45	2	0	55	0	10
Villa Esperanza	18	0	0	0	0	0
Riverside	24	1	1	0	0	0
Therapeutic	1	0	0	0	0	0
TOTAL	116	12	2	70	0	10
MD						
Lynn Day Care	2	0	0	1	0	0
Hamms Schools	12	2	1	0	0	0
North Orange	0	0	0	0	0	0
Villa Esperanza	1	0	0	0	0	0
Riverside	0	2	0	0	0	1
Therapeutic	3	1	0	0	0	0
TOTAL	18	5	1	1	0	1

LANGUAGE DEVELOPMENT

Developmentally Disabled

There were 133 community project participants identified as developmentally disabled enrolled in language development activities. The community projects tested their participants using the REEL, Utah Test of Language Development, Peabody Picture Vocabulary Test, Form A and B (PPVT), Denver Developmental Screening Test, and the KOONTZ. Results showed that 116 participants progressed, 12 maintained, and 2 regressed (see Table 12). Eighty-nine percent were successful (see Table 13).

Mentally Disabled

A smaller mentally disabled population participated in language development. Of a reported total 20 project participants, 75 percent achieved after receiving language development instruction (see Table 13). They were tested on the REEL, Peabody Picture Vocabulary Test, Form A (PPVT), Denver Developmental Screening Test, and the KOONTZ. SMR totals reflected 18 successes, 5 maintaining, and 1 regressing (see Table 12).

MULTICULTURAL

Developmentally Disabled

The community projects used the Fairview Self-Help Scale and the Burkes Scale to assess their developmentally disabled project participant progress in the multicultural component. Eighty-eight percent of those reported were successful (see Tables 12 and 13).

Mentally Disabled

Of the reported 16 mentally disabled project participants in the multicultural component, only two were tested on the Fairview Self-Help Scale and Spraings Scale. Such limited results were inconclusive, however, the statistics are reported in Tables 12 and 13.

STAFF DEVELOPMENT

The requirements for the staff development component for community projects were essentially the same as those for the state hospitals system and can be reviewed under State Hospitals, Staff Development, page 24.

Table 12.

Success, Maintenance, Regression (SMR) Totals by Test
for Compensatory Education Components by DD and MD for Community Projects

DD	S	M	R
LANGUAGE DEVELOPMENT			
REEL (Receptive)	13	5	0
REEL (Expressive)	11	3	1
REEL (Composite)	9	0	0
UTAH	4	0	0
PPVT (A)	1	0	0
PPVT (B)	27	0	0
DENVER	50	4	1
KOONTZ	1	0	0
TOTAL	116	12	2
MULTICULTURAL			
FAIRVIEW SELF-HELP	15	0	0
BURKES SCALE	55	0	10
TOTAL	70	0	10
MD			
LANGUAGE DEVELOPMENT			
REEL (Receptive)	1	0	0
REEL (Expressive)	1	0	0
REEL (Composite)	0	1	0
PPVT (A)	3	2	1
DENVER	13	1	0
KOONTZ	0	1	0
TOTAL	18	5	1
MULTICULTURAL			
FAIRVIEW SELF-HELP	1	0	0
SPRAINGS SCALE	0	0	1
TOTAL	1	0	1

Table 13. Percent (%) of Success, Maintenance, Regression (SMR) for Community Projects

	S	M	R
DD			
Language Development	89	9	2
Multicultural	88	0	12
MD			
Language Development	75	20	5
Multicultural	50	0	50